ENDURING UNDERSTANDINGS	**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. **Literacy:** As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.		Ohio | Department of Education ***2012 Drama/Theatre Standards*** ***GRADES K - 2***
PROGRESS POINTS	**Students will, at the appropriate developmental level:** ▪ Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. ▪ Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. ▪ Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. ▪ Interpret and transform new and traditional dramatic texts for informal and formal productions. ▪ Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. ▪ Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.		
COGNITIVE & CREATIVE LEARNING PROCESSES	PERCEIVING/KNOWING **CREATING (CE)**	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
CONTENT STATEMENTS **K**	1CE Demonstrate observation and listening skills in a theatrical context. 2CE Listen to stories, myths and fairy tales from various time periods and cultures and describe the storyline. 3CE Identify the characters, place and time in stories. 4CE Predict endings of a stories or theatre performances. 5CE Listen to and follow directions in both classroom and theatrical settings. 6CE Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.	1PR Imitate movements, voices and feelings of people, animals and objects through dramatic play. 2PR Perform group pantomimes and improvisations to retell stories. 3PR Create an imaginary character using costumes and props. 4PR Imagine and create a physical environment for stories (e.g., arrange classroom furniture, suggest lighting or sound effects to suggest mood, choose characters' clothing). 5PR Engage in drama and theatre experiences to explore concepts from other academic areas. 6PR Work cooperatively to dramatize a story.	1RE Share thoughts, emotions and ideas in response to a dramatic or theatrical experiences 2RE Distinguish between the real and imagined worlds when experiencing stories, myths and fairytales. 3RE Describe a character's feelings in stories and make comparisons to people and events in their own lives. 4RE Describe what a playwright does. 5RE Articulate the strengths and weaknesses of self and peers following performances. 6RE Demonstrate confidence and pride in individual and collaborative dramatic play.
1	1CE Retell the beginning, middle and ending of stories in proper sequence. 2CE Identify the characters, time, place and major events in stories. 3CE Use vivid language to describe the setting of real or imaginary locations. 4CE Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences. 5CE Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g. live theatre, film, television, film and media). 6CE Identify how audience behavior differs among dramatic forms (e.g., live theatre, film, video and broadcast media.)	1PR Retell or dramatize stories, myths and fairy tales from various time periods and cultures. 2PR Create, write and tell stories based on personal experience. 3PR Demonstrate various movements, voices and feelings by performing a variety of familiar roles. 4PR Dramatize and improvise familiar stories from classroom literature or life experiences with a plot and beginning, middle and end. 5PR Arrange classroom objects to represent a suitable environment for dramatic and theatrical activities (e.g., arrange classroom furniture into a theatre space, use resources to add lighting or sound to create mood, and choose characters' clothing). 6PR Work cooperatively to present a tableau, improvisation or pantomime.	1RE Explain personal and collective emotional responses to dramatic and theatrical works or experiences. 2RE Recognize that there are a variety of points of view and interpretations of stories. 3RE Compare and contrast the elements (e.g., plot, character, setting) of various stories and dramatic texts. 4RE Describe the consequences of a character's decisions and actions in a story or play. 5RE Describe characters in stories and tell how they are similar to or different from themselves. 6RE Use feedback to improve their dramatic works. 7RE Demonstrate confidence and self-direction when engaging in dramatic play.
2	1CE Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works. 2CE Identify the theme of stories or dramatic and theatrical works. 3CE Compare the same stories across cultures. 4CE Identify the arts that are used to create a theatrical performance. 5CE Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences. 6CE Listen to and follow directions from instructor and peers in both classroom and theatrical settings. 7CE Demonstrate appropriate audience behavior when engaging in dramatic experiences.	1PR Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling). 2PR Explore and demonstrate various design components of a scene (e.g., draw a picture from the stories, create live sound effects and identify clothing items appropriate to the character). 3PR Listen to and convey familiar stories, sequencing events and identify characters, settings, and conflict. 4PR Engage in physical warm-ups to develop relaxation and build coordination and flexibility. 5PR Describe and model effective social and group skills when participating in dramatic play with partners.	1RE Identify factors that influence personal opinions about a dramatic or theatrical work or experience. 2RE Explain choices made in creating settings for classroom performances (e.g. lighting, sound, clothing and mood). 3RE Recognize and demonstrate acceptable audience behavior when participating in a drama experience. 4RE Restate opinions of others about a dramatic or theatrical work or experience. 5RE View a performance and distinguish among the roles of playwright, actor, director and designer and their artistic choices. 6RE Discuss and critique personal performance and participation in a theatrical activity, using established criteria.

ENDURING UNDERSTANDINGS	**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. **Literacy:** As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.		Ohio | Department of Education ***2012 Drama/Theatre Standards*** ***GRADES 3 - 5***
PROGRESS POINTS	**Students will, at an appropriate developmental level:** ▪ Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. ▪ Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. ▪ Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. ▪ Interpret and transform new and traditional dramatic texts for informal and formal productions. ▪ Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. ▪ Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.		

COGNITIVE & CREATIVE LEARNING PROCESSES	PERCEIVING/KNOWING **CREATING (CE)**	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
CONTENT STATEMENTS **3**	1CE Identify the plot and retell the sequence of events in a story, play or theatre experience. 2CE Identify character types and relationships between characters including thoughts, feelings and information about them. 3CE Explain how the cultural and physical setting of a dramatic and theatrical work affects characterization. 4CE Differentiate dialogue from action in a specific piece of literature. 5CE Discuss the playwright's intent in a script. 6CE Recognize and describe the roles of writers in live theatre, film, video and other media forms of the day.	1PR Create the movement and expressive voice of a character to explain and solve problems encountered by the character. 2PR Use voice, movement, space and physical objects to communicate a storyline and a character's thoughts, feelings and ideas. 3PR Use various design components to create an appropriate and striking environment for a scene or story. 3PR Direct peers in performing a task in a dramatic situation. 4PR Express a character's thoughts and feelings in writing. 5PR Use problem-solving and communication skills to dramatize a story or current event. 6PR Use elements and processes of theatre to integrate information from other academic content areas.	1RE Describe the visual, aural and kinetic elements present in stories and plays from various cultures. 2RE Identify universal characters and themes in stories and plays from various time periods and cultures. 3RE Compare and contrast the elements (e.g., plot, character, theme, and setting) of various narratives. 4RE Share personal opinions about a play or theatre experience and respectfully consider the opinions of others. 5RE Develop personal criteria to use for discussion, performance and evaluation of one's own theatrical experiences.
4	1CE Connect events in a story to sustain a storyline and achieve resolution. 2CE Explore dramatic, theatrical and storytelling traditions in the cultures or ethnic groups throughout the history of Ohio. 3CE Explain how certain characters reflect time periods and cultures. 4CE Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience. 5CE Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language. 6CE Identify where dramatic and theatrical activities occur in the school or community.	1PR Create the movement and voice of a character to convey the character's decisions, actions and motivation. 2PR Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities. 3PR Create a variety of improvisations based on a dramatic theme. 4PR Direct peers in performing a dramatic task or action in two different ways. 5PR Use vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting). 6PR Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history. 7PR Use the elements of theatre in combination with art elements from at least one other art form.	1RE Explain how manipulation of dramatic and theatrical elements brings about changes in performances 2RE Apply creative and critical reasoning processes to make personal connections to the drama material they encounter. 3RE Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience. 4RE Justify personal opinions about a play or theatre experience. 5RE Establish criteria to critique the portrayal of a character based on voice, gesture, facial expression and movement.
5	1CE Investigate how past and present drama, theatre and storytelling forms of various cultural groups reflect their beliefs and traditions. 2CE Research and explain where, when and how dramatic or theatrical activities occurred in a specific time period. 3CE Discuss contributions to theatre made by a playwright or screenwriter. 4CE Discuss how a written adaption of a story varies among media, including theatre, film, video and other arts media. 5CE Differentiate among the unique characteristics of live theatre, film, video and new media forms.	1PR Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, scripted and improvised. 2PR Analyze and represent various design components used in a theatrical event. 3PR Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details and dialogue. 4PR Work cooperatively in different roles or jobs within a dramatic and theatrical experience. 5PR Combine at least three art forms to create a theatrical experience.	1RE Examine and discuss the aesthetic qualities in dramatic and theatrical works. 2RE Describe how traditional and new media arts (e.g., film, video, digital technologies influence dramatic production and audience response. 3RE Identify factors that contribute to diverse opinions about a play or theatre experience. 4RE Explain personal reasons for valuing the study and involvement in dramatic and theatrical and performance. 5RE Create criteria and use it to evaluate ideas and artistic choices made for dramatic and theatrical performances.

ENDURING UNDERSTANDINGS	**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. **Literacy:** As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.		Ohio | Department of Education ***2012 Drama/Theatre Standards*** ***GRADES 6 – 7 – 8***
PROGRESS POINTS	**Students will, at an appropriate developmental level:** ▪ Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. ▪ Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. ▪ Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. ▪ Interpret and transform new and traditional dramatic texts for informal and formal productions. ▪ Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. ▪ Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.		
COGNITIVE & CREATIVE LEARNING PROCESSES	**PERCEIVING/KNOWING CREATING (CE)**	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
CONTENT STATEMENTS 6	1CE Consider and discuss how the characters, events and theme of a story contribute to its meaning and storyline. 2CE Differentiate between character types and explain the relationship among characters. 3CE Discuss how history and culture affect the production style and performance of plays. 4CE Use dramatic and theatrical vocabulary accurately when discussing and creating dramatic works. 4CE Compare and contrast the creative processes of other art forms (e.g., dance, music, visual and media arts) to those of drama and theatre. 5CE Examine and describe the roles, skills and responsibilities of scenic, lighting, technology and sound designers and backstage crew.	1PR Create and perform improvisations and scripted scenes based on personal experience, imagination or heritage. 2PR Construct a scripted or improvised scene with developed characters that uses a plot curve. 3PR Construct and produce the technical components for a script, using art or electronic media to present design ideas. 4PR Compose and perform an informal production influenced by a contemporary or cultural issue. 5PR Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.	1RE Express and compare personal reactions to comedy, tragedy and other dramatic forms. 2RE Describe, analyze and evaluate the artistic choices in a dramatic production using specified criteria. 3RE Explain how changes in a production concept (such as time period or modernization) would alter the presentation of a work. 4RE Critique the effectiveness and quality of an actor's interpretation of a role. 5RE Justify a personal interpretation to a theatre performance with reference to the dramatic elements. 6RE Establish criteria and use it to evaluate personal progress and determine the quality of their dramatic works. 7RE Discuss the role and value of drama and theatre to the school and larger community.
7	1CE Consider and discuss the consequences of a character's actions in a drama production. 2CE Compare and contrast the basic principles and elements of various theatrical styles (e.g., comedy, drama, tragedy and farce). 3CE Demonstrate the ways in which cultural traditions and perspectives are reflected in the content of live theatre, film, video and electronic media. 4CE Use a variety of dramatic and theatrical vocabulary accurately when constructing and communicating meaning from informal and formal theatre. 5CE Research the roles and responsibilities of performing and technical artists in drama, theatre, film, video and media.	1PR Construct a scripted or improvised scene that uses a plot curve with developed characters and vivid dialogue. 2PR Explore and dramatize the principles of composition to create a stage environment by blocking the scripted action and stage positions of the characters. 3PR Collaborate with peers to dramatize a contemporary social issue and its impact on society. 4PR Examine and demonstrate how theatrical artists (e.g., actors, directors, playwrights) conceptualize and convey an idea or message. 5PR Direct a group to change the production style of a dramatic and theatrical work from a past time period to the present.	1PR Compare and contrast their opinions about actual performances with that of others referencing various sources (e.g., print and electronic media). 2PR Analyze and explain the setting, interactions of characters and conflicts in a dramatic work. 3PR Determine the effectiveness of a given art form in communicating an idea or concept. 4PR Research and report on the contribution of the playwright or screenwriter for a specific dramatic work. 5PR Create criteria and apply it to the review of a theatrical performance (e.g., class, school, community or professional performance). 6PR Use constructive feedback to refine and improve their acting, improvisational or playwriting skills. 7PR Discuss the role and value of drama and theatre in their lives and the lives of others.
8	1CE Analyze and discuss the conflicts and emotions of the characters in a selected dramatic work. 2CE Investigate the elements, principles and creative process of dramatic and theatrical works from specific time periods and tell how these aspects work together. 3CE Compare and contrast styles of performance in terms of which one is most appropriate to a selected story (e. g. satire, comedy, pantomime, tragedy). 4CE Use highly descriptive dramatic and theatrical vocabulary, including elements and principles, when discussing and creating dramatic works. 5CE Recognize the responsibilities and collaborative nature among actors, director, stage manager, production staff, audience, playwright and marketing staff. 6CE Research and summarize the dramatic and theatrical knowledge, skills and motivation needed to pursue a career in the theatre arts.	1PR Develop various characters using appropriate voice, posture, movement and language to reveal a conflict and develop a resolution. 2PR Incorporate new media and elements of theatre (e.g., setting, lighting, sound, properties, costume design and makeup) to create an appropriate environment for a scene. 3PR Construct an alternate ending for a scripted or improvised dramatic piece that engages audiences. 4PR Integrate dance, visual art or music into a dramatic or theatrical piece to convey an idea, concept or story. 5PR Adapt the production styles of a dramatic or theatrical work from one cultural perspective to another.	1PR Compare and contrast personal opinions about a dramatic or theatrical work with those of a professional critic. 2PR Compare and contrast how a playwright and screenwriter's work conveys the same or similar ideas and concepts. 3PR Justify how a playwright's choice of form, style and historical period affects the expression of a theme or topic. 4PR Explain how scenery, costumes and lighting effects work together to affect an audience. 5PR Critique a personal rehearsal or performance on the basis of technique, voice quality, facial expression and gestures. 5PR Recognize and discuss the function of drama and theatre in society and the roles and responsibilities of different theatre professionals.

ENDURING UNDERSTANDINGS	**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. **Literacy:** As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.		Ohio | Department of Education ***2012 Drama/Theatre Standards*** ***GRADES 9 - 12 Achievement Levels***
PROGRESS POINTS	**Students will, at the appropriate developmental level:** ▪ Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. ▪ Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. ▪ Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. ▪ Interpret and transform new and traditional dramatic texts for informal and formal productions. ▪ Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. ▪ Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.		

COGNITIVE & CREATIVE LEARNING PROCESSES	PERCEIVING/KNOWING **CREATING (CE)**	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
HIGH SCHOOL CONTENT STATEMENTS ACHIEVEMENT LEVELS **I**	1CE Explain how theatrical artists create meaning to convey a playwright's intent. 2CE Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created. 3CE Examine and explain the impact of cultural, social, political and technological influences on key theatrical figures, works and trends in various cultures. 4CE Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production. 5CE Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works.	1PR Manipulate vocal qualities, posture, movement and language to express variety in characters and situations. 2PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. 3PR Write and act out a dramatic or tragic scene. 4PR Generate a plan for technical production including the safe operation of tools and production equipment. 5PR Demonstrate improvisation and explain how it benefits character, scene and script development. 6PR Apply accurate terminology in dramatic and theatrical activities. 7PR Integrate other art forms into a dramatic presentation.	1RE Explain how a performance style communicates a message or story narrative. 2RE Evaluate variations of universal themes and characters across different time periods and cultures and explain how they were used in selected dramatic works. 3RE Distinguish and describe various genres such as comedy, tragedy and fantasy when engaging in dramatic work and performance. 4RE Discuss the importance of drama and theatre in a community and provide examples. 5RE Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal or peer performances. 6RE Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.
II	1CE Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work. 2CE Research the historical background of a script as a basis for interpretation and presentation. 3CE Identify and describe the significant dramatic arts from various periods of theatre history (e.g., Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary). 4CE Compare and contrast the works of two playwrights from two distinct theatre periods. 5CE Research and report on career opportunities in all aspects of theatre and drama.	1PR Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue. 2PR Demonstrate the collaborative skills necessary for producing a scene with an ensemble. 3PR Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound costumes and make-up. 4PR Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture. 5PR Integrate other arts forms and academic disciplines in a dramatic or theatrical activity.	1RE Defend the use of a specific style, form or period to express an intended message. 2RE Evaluate the resources used to mount a specific production to enhance the playwright's intent. 3RE Compare and contrast traditional and nontraditional interpretations of a dramatic and theatrical work. 4RE Describe how drama and theatre can affect social change, both globally and locally. 5RE Use self-evaluation strategies and audience response to improve artistic works and experiences. 6RE Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress.
III	1CE Analyze how cultural, social and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work. 2CE Analyze a dramatic and theatrical work in the context of its time period and culture. 3CE Defend a playwright's body of work and place in theatrical history. 4CE Compare and contrast motivations and reactions of characters confronting similar situations. 5CE Investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.	1PR Sustain convincing multidimensional characters, while developing contrasting pieces and monologues for presentations, auditions, and inclusion in a portfolio. 2PR Identify and safely apply the appropriate technology to a selected area of technical emphasis. 3PR Create specific technical designs and select, cast, block and direct a scene for performance. 4PR Write a play, screenplay or radio play. 5PR Calculate the cost (e.g. props, scenery, costumes and royalties) of mounting a dramatic and theatrical production. 6PR Use accurate terminology in dramatic and theatrical activities. 7PR Use skills learned in other academic disciplines to produce a dramatic and theatrical piece.	1RE Evaluate one playwright's presentation of universal themes across different works. 2RE Explain theatre as a synthesis of all the arts. 3RE Assess how drama and theatre provide a social voice. 4RE Explore opportunities for arts advocacy in the community in cooperation with students in the other arts disciplines (e.g., music, visual art and dance). 5RE Compare and contrast personal and professional criticism of a specific dramatic performance. 6RE Justify personal artistic choices made throughout the artistic process and after self-evaluation. 7RE Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress and then present the portfolio to peers.

IV	1CE Examine and explain the use of various theatrical styles to achieve an intended purpose and meaning. 2CE Use drama and theatre heritage and art forms to communicate a philosophical, ethical or social issue. 3CE Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre history. 4CE Analyze dramatic and theatrical texts on the basis of the physical, social and psychological dimensions of the characters. 5CE Articulate how the skills learned and used in drama and theatre courses help prepare a student for college- and career- readiness.	1PR Analyze and execute the use of various styles to achieve an intended purpose and meaning in a dramatic work. 2PR Collaborate with others to develop a unified design for a production. 3PR Work safely and independently to implement designs in all technical aspects of theatrical production. 4PR Select, cast, block and direct an original or published play for performance. 5PR Integrate the essential skills from other academic disciplines to support and execute a dramatic or theatrical production.	1RE Evaluate variations of universal themes across different dramatic works. 2RE Evaluate a production's faithfulness to the playwright's intent and the time period and culture. 3RE Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic and theatrical productions. 4RE Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts. 5RE Evaluate a specific production using both personal and group-developed criteria. 6RE Revise and add to an existing portfolio and resumé advancing the development of effective audition and presentation skills. 7RE Participate in portfolio review (for drama or theatre) involving self, instructor and peers to identify strengths and weaknesses in their works.